Doctor of Philosophy
In
Critical and Sociocultural Studies in Education (CSSE)

Program Handbook
Fall 2013 (Cohort III)
Subject to Change till Fall 2013
Revised 2/20/2013
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Program Overview

Ph.D. in Critical and Sociocultural Studies in Education

Program Philosophy

The Ph.D. in Critical and Sociocultural Studies in Education at the University of Oregon emphasizes the development of expertise in research on curriculum, instruction, and teacher education. The program promotes a broad conception of the objects of inquiry in scholarship on education. Students in this program are expected not just to ask how we can teach more effectively and efficiently, but also to ask what is worth teaching and to examine the assumptions underlying answers to both of those questions.

The program approaches education as a psychological, social, cultural, and political process that has psychological, social, cultural, and political outcomes. Teaching, learning, and schooling affects not only the lives and futures of individual children, but also their families, the local communities in which children live, and the national and international communities we all share. This program aspires to an ideal of scholarship that acknowledges the full scope of educational possibilities and consequences.

This program takes the examination of injustice in our schools and the promotion of social justice in and through educational scholarship as a core ideal. The program’s conception of justice includes ideals such as providing equal educational opportunity to all students. It also includes questioning prevailing notions of expected educational outcomes, asking how those outcomes were determined, whose voices were heard in that determination, and whose interests they serve.

The program is designed to be small. Students are admitted as a cohort, and initially proceed through prescribed stages of their program of study collectively. This cohort model is intended to facilitate the building of an intellectual community among students and faculty, one grounded in a shared conceptual vocabulary that supports a wide variety of interests. As students progress they will inevitably specialize and their programs of study will diverge. The small size of the program will help ensure that Ph.D. students have access to sustained and substantive mentorship from active scholars in the Department.

Program Purpose

The Ph.D. in Critical and Sociocultural Studies in Education at the University of Oregon is designed to prepare students to be scholars, who will be active in the professional research associations in their field, publish their research in peer-reviewed journals and academic presses, and who eventually secure positions as faculty members at research universities or research centers, or as researchers at state and federal agencies.

To this end, a student’s program of study will include extensive study of the literature in the psychological, social, cultural, and political foundations of education, in the contemporary literature on curriculum and teacher education, as well as rigorous preparation in qualitative and quantitative research methods.
The Ph.D. in Critical and Sociocultural Studies in Education (CSSE) will require a minimum of 135 graduate credits. Of these, at least 84 credits must be earned after admission to the program. Students can request to transfer credits from other institutions as permitted by the UO graduate school. Students must complete at least three years of full-time graduate-level academic work beyond the baccalaureate degree, of which one academic year—referred to as the residency year, usually the first year after admission as a doctoral candidate—must be spent in residence on the Eugene campus. During the residency year, students are expected to make progress toward the degree by completing course credits in the doctoral major and satisfying degree requirements. The residency year must include three consecutive terms of full-time study, with a minimum of 9 completed graduate credits per term. Students must additionally meet all graduate school residency requirements, including 6 additional terms of full-time enrollment beyond residency during the course of their program.

In addition to these general degree requirements, CSSE students must complete the course requirements shown in Table 1. This includes: 46 credits of Department course (minimum 4 credits in each of three emphasis areas listed below) and required courses, 44/40 credits of graduate level research courses, 12 graduate credits of cognate courses, 15 hours of electives, and 22 credits of advancement hours. All programs of study must be submitted and approved by the candidate's Program of Study committee and the doctoral program director. Department coursework will take place in three emphasis areas:

- **Cultural and Linguistic Studies in Education**, in which students study the cultural and linguistic foundations of educational processes. (CLS)

- **Psychological Studies in Education** in which students study the psychology of learning, motivation, teacher decision making, and assessment. (PS)

- **Sociological Studies in Education**, in which students study the social and economic influences on teaching learning, and schooling (SS)

Upon completion of 100 credits of coursework, a student may request to take their comprehensive exams. After passage of the comprehensive exams a student may begin their dissertation process (see p. 9).
<table>
<thead>
<tr>
<th>General Area</th>
<th>Specific Courses</th>
<th>Credit Hours</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core &amp; Required Courses (46 hours)</td>
<td>Required Courses</td>
<td>12</td>
<td>EDST 654 Learning and Motivational Sciences EDST 662 Curriculum Theory: Contesting Educational Content EDST 661 Educational Sociology: Reproduction to Resistance</td>
</tr>
<tr>
<td></td>
<td>Emphasis Courses</td>
<td>20</td>
<td>Five courses in EDST. Minimum of one in each of the following emphasis areas. Cultural and Linguistic Studies in Education Psychological Studies in Education Sociological Studies in Education Chosen with consent of advisor. May not be transferred in. May include courses in other departments and colleges, if courses are education related, and if approved by program committee.</td>
</tr>
<tr>
<td></td>
<td>Grant Writing Seminar</td>
<td>4</td>
<td>EDST 667</td>
</tr>
<tr>
<td></td>
<td>Thesis Writing Seminar</td>
<td>4</td>
<td>EDST 666</td>
</tr>
<tr>
<td></td>
<td>Professional development seminars</td>
<td>6</td>
<td>1-credit courses taken the first two years of the program.</td>
</tr>
<tr>
<td>Research Courses (44 or 40* hours)</td>
<td>Philosophy of Research</td>
<td>4</td>
<td>EDST 670 Philosophy of Research</td>
</tr>
<tr>
<td></td>
<td>Quantitative Research Prerequisites</td>
<td>4</td>
<td>EDUC 612 Social Science Research Design</td>
</tr>
<tr>
<td></td>
<td>Required Quantitative Research Methodology Courses</td>
<td>8</td>
<td>EDUC 614 Educational Statistics EDUC 640 Applied Statistical Design and Analysis</td>
</tr>
<tr>
<td></td>
<td>Required Qualitative Methods</td>
<td>8</td>
<td>EDUC 630 Qualitative Research Design I EDUC 632 Qualitative Data Collection and Analysis I</td>
</tr>
<tr>
<td></td>
<td>Additional Methodology Courses</td>
<td>16</td>
<td>Students need to take four additional courses in either the qualitative or quantitative research sequence. Qualitative options: Qualitative Methodology II: EDUC 634 Qualitative Methodology III: EDST 673 Qualitative Data Collection and Analysis II: EDUC 636 OR: (e.g. EDST 610 Narrative Inquiry) Quantitative options: Multiple Regression: EDUC 642 Multivariate Statistics: EDUC 644 Analysis of Discrete and Categorical Data Survey Design and Analysis HLM I &amp; II EDLD 610 SEM I &amp; II EDLD 610 IRT I &amp; II EDLD 661 &amp; 662 Other Courses:</td>
</tr>
<tr>
<td>Cognate (12 hours)</td>
<td>Discipline Oriented</td>
<td>12</td>
<td>A set of thematically organized doctoral level courses taken outside the Department of Education Studies. These are usually taken all within one Department (e.g. Philosophy, Psychology, Anthropology, etc.)</td>
</tr>
<tr>
<td>Electives (15 hours)</td>
<td>Interest Oriented</td>
<td>15</td>
<td>This is a minimum, not a maximum and represents approved courses chosen with approval from faculty advisor.</td>
</tr>
<tr>
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<td>------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Advancement Hours (22 hours)</td>
<td>Comprehensive Exam</td>
<td>4</td>
<td>Students enroll in this course the quarter they plan to take their comprehensive exams</td>
</tr>
<tr>
<td></td>
<td>Dissertation Hours</td>
<td>18</td>
<td>This is the minimum number of credits a student must enroll in while they are writing their dissertation. A student must be enrolled for a minimum of 3 credits each quarter they are working on their dissertation.</td>
</tr>
<tr>
<td><strong>Total Credits required</strong></td>
<td><strong>135</strong></td>
<td></td>
<td>This is a minimum requirement, not a maximum number of courses to take. Students frequently take more than the minimum required credits.</td>
</tr>
</tbody>
</table>
Program Coursework

Ph.D. level courses are offered on a rotating basis. To ensure timely completion of course requirements, students are required to enroll in the Department courses being offered (up to their first eight credits) for the first two years of their program. This will help create an intellectual community around shared ideas within the Ph.D. cohort and will help ensure that Ph.D. seminars reach the minimal enrollment needed to be offered. Two Ph.D. seminars will be offered in Fall, Winter, and Spring quarters, provided there is need and sufficient enrollment. In the event that does not happen (due to changes in faculty, sabbaticals, etc) courses that can help students make progress in their program of study will be identified in collaboration with the student’s advisor. Summer courses are also offered as need and resources permit.

Ph.D. courses are designated as satisfying one emphasis area requirement. In a program of study, a course can be used to satisfy only one designated requirement. Department courses in our catalog and recently offered courses are listed in Table 2 below along with the emphasis areas they satisfy.

Table 2 Department Courses Satisfying Emphasis Areas

<table>
<thead>
<tr>
<th>Department Courses</th>
<th>Emphasis Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDST 607: Special Topics in Cultural and Linguistic Studies in Education</td>
<td>CLS</td>
</tr>
<tr>
<td>EDST 610: Critical Reflection (4)</td>
<td>CLS</td>
</tr>
<tr>
<td>EDST 610: Education as Storytelling (4)</td>
<td>CLS</td>
</tr>
<tr>
<td>EDST 651: Teacher Knowledge: Practical, Personal, Professional (4)</td>
<td>CLS</td>
</tr>
<tr>
<td>EDST 662: Curriculum Theory: Contesting Educational Content (4)</td>
<td>CLS—Required</td>
</tr>
<tr>
<td>EDST 607: Special Topics in Psychological Studies in Education</td>
<td>PS</td>
</tr>
<tr>
<td>EDST 652: Teacher Education: Analyzing Foundational Concepts (4)</td>
<td>PS—Required</td>
</tr>
<tr>
<td>EDST 654: Learning and Motivational Sciences (4)</td>
<td>PS</td>
</tr>
<tr>
<td>EDST 655: Creativity and Conformity in Classrooms (4)</td>
<td>PS</td>
</tr>
<tr>
<td>EDST 656: Science and Mathematics Learning (4)</td>
<td>PS</td>
</tr>
<tr>
<td>EDST 657: Nature, Nurture and Schooling (4)</td>
<td>PS</td>
</tr>
<tr>
<td>EDST 663: Fronteras Pedagógicas: Education and Immigration (4)</td>
<td>SS</td>
</tr>
<tr>
<td>EDST 661: Educational Sociology: Reproduction to Resistance (4)</td>
<td>SS—Required</td>
</tr>
</tbody>
</table>

Students will be responsible for enrolling in an ongoing 1 credit per quarter professional development seminar their first two years. This seminar will focus on building community in the cohort and will serve as an occasion for collective advising about program requirements. Students will set goals, make plans to attend conferences, be coached on crafting paper proposals to conferences, and discuss other aspects of professional academic work. During the second year, students will have the option to work with consenting faculty to create emphasis area seminars. These seminars can include focused readings to become familiar with specialized literature in an area of study or conducting research in the emphasis area.
Advising and Program of Study Committee

As students pursue their doctoral studies, a progression of advisors will provide support: Temporary Advisor, Program of Study Advisor and Dissertation Advisor. Upon being admitted to the program, students are assigned a Temporary Advisor for their first year. Temporary Advisors assist students in developing a plan for their first and second year course work as well as answer general questions about making the most of graduate school and becoming a scholar. During the second year, students can ask any faculty member to be their Program of Study Advisor. This relationship is initiated by students and is formed by mutual consent (see Doctoral Forms and Paperwork). Before the end of the second year, Program of Study Advisors will then identify two other faculty members to be on a student’s Program of Study committee (see Program of Study). Program of Study Advisors also preside over a student’s comprehensive exams (see Advancement to Candidacy). Program of Study Advisors are not assumed to be a student’s eventual dissertation advisor. Once students are advanced to candidacy, they may ask any faculty member to be their Dissertation Advisor. This relationship is initiated by students and is formed by mutual consent (see Doctoral Forms and Paperwork). It is assumed that the Dissertation Advisor and student have shared intellectual interests.

Annual Reviews

Annual reviews of student progress are conducted to ensure student progress and ultimate success in the program. At the end of the first academic year, and every Spring thereafter, students will compile a portfolio of their work. This portfolio will be evaluated by a committee of all CSSE faculty for evidence of satisfactory progress.

Three results are possible:

- Satisfactory with no concerns
- Satisfactory with concerns and areas in need of improvement before next annual review
- Unsatisfactory and must complete specific steps by a certain date to remain in the program

Program of Study

Sometime before the completion of the second year of study, a student should complete a program of study form (see Doctoral Forms and Paperwork). This form will list all courses transferred in, taken, and the courses that will be taken to fulfill the program requirements. This form should be filled out in collaboration with a student’s Program Advisor. A meeting with each student’s Program Committee should be convened to review this program of study. Once consensus is reached, all committee members will sign the document. This form additionally requires the signature of the Doctoral Program Director.

Once signatures are acquired, this document constitutes an agreement between the department and student that once these courses are completed (within graduate school time limits) no more course work can be required. Additional course work taken as elective credit is still an option.

This document does not constitute an assurance that courses on the program of study will be offered at times convenient to students’ timely progress. If a course is not available, or changes need to be made for other reasons in the course of study, a student can do so by submitting a revised program of study using the same process described for the original program of study.
Advancement to Candidacy (see Doctoral Program Forms)

Comprehensive Exams

Students are eligible to take their comprehensive exams when they meet the following conditions:

- Approved program of study form has been filed
- No outstanding Incompletes
- 100 credits of coursework have been completed –OR- with the consent of the Program of Study Advisor, a student can simultaneously take coursework that will lead to completion of 100 credits by the end of the quarter in which they take their comprehensive exams.

Students interested in taking the comprehensive exam should notify the Director of CSSE in writing the first week of the term they intend on taking the exam. Next, students will work with their Program of Study advisor to establish a timeline for completing the comprehensive exam by the end of the term. Students should enroll in EDST 605 – “Reading Comps” for 4 credits to receive academic credit for comprehensive exams.

In consultation with the student’s Program of Study Advisor, at least two professors will be identified to form a Comprehensive Exam Committee. The committee will prepare questions and decide on the comprehensive exam format. Comprehensive exams can take two forms, a sit-down exam or a take-home exam.

Sit-down exam:

- Students will be provided topics about which questions will be asked prior to the exam. They will not be provided specific questions.
- On the day of the exam the student will be given access to a computer, a copy of the question.
- Students may bring books, notes, and other resources to the exam.
- Four hours will be provided to develop an essay in response to each question. Writing will stop at the end of four hours.
- There will be at least 1 hour between questions and no more than one full working day between questions.
- Written exams will be evaluated by the faculty who wrote the question. Three results are possible: pass, pass pending revisions, and no pass.
  - Pass is self-explanatory
  - Pass with Revisions: Students will be given 1 week to complete revisions per question. Failure to submit the revisions by this deadline will result in a no pass grade being assigned. Upon receiving a revised exam, faculty will regrade the exam, with two possible outcomes: pass and no-pass
  - In the event of a no-pass grade students will be required to wait one quarter before re-taking their comprehensive exams again. Once comprehensive exams are successfully completed, the student must file a Comprehensive Exam Completion form (see Doctoral Forms and Paperwork). Failure to pass comprehensive exams on the second round will result in a student being discontinued in the program.

Take-home exam:

- Students will have no more than four weeks total to write three essays in response to the three questions. Essays turned in later than that will constitute a failed exam. Each essay is to be no longer than 2500 words plus citations. Any text past that amount will not be assessed. Written
exam will be evaluated by the faculty who wrote the question. Three results are possible: pass, pass pending revisions, and no pass.

- **Pass** is self-explanatory
- **Pass with Revisions**: Students will be given 2 weeks to complete revisions per question. Failure to submit the revisions by this deadline will result in a no pass grade being assigned. Upon receiving a revised exam, faculty will re-grade the exam, with two possible outcomes: pass and no-pass
- **No-pass**: In the event of a no-pass grade students will be required to wait one quarter before re-taking their comprehensive exams again. Once comprehensive exams are successfully completed, the student must file a Comprehensive Exam Completion form (see Doctoral Forms and Paperwork). Failure to pass comprehensive exams on the second round will result in a student being discontinued in the program.

### Advancement to Candidacy Requirements

Requirements to advance to candidacy consist of:

- 100 graded credits toward degree
- Completion of all required courses and any incompletes resolved
- Approved program of study on file
- Passed written (and oral, if 5 credit option taken) comprehensive examination

Once a student has met these requirements, the student must file an Advancement to Candidacy form with both the department (see Doctoral Forms and Paperwork) and begin registering for dissertation hours.

### Dissertation

#### Forming a Dissertation Committee

The first step in forming a dissertation committee is identifying a chair of the committee. (A program of study advisor should not be assumed to be the chair of a student’s dissertation.) The dissertation chair is the person who will most closely mentor the student through the dissertation process. Students request this service of faculty and the relationship is established by mutual consent. Please note that faculty members are not permitted to be active chairs of more than three dissertations at any given time.

In collaboration with the chair, a student will identify at least two other departmental dissertation committee members. (On occasion a member of another department in the College of Education can be substituted for an EDST member). Additionally they will identify an outside committee member from another college, usually someone they have taken a class with. Once all members have consented to serve, the student is responsible for getting faculty signatures on the EDST Dissertation Committee form (see Doctoral Forms and Paperwork).

#### Dissertation Proposal

Once the dissertation committee is formed, and the student has developed a dissertation proposal, a dissertation proposal defense may be scheduled. The student’s dissertation chair will provide direction in the development of the dissertation proposal and will determine whether the student and proposal are adequately developed to convene a proposal defense. It is the responsibility of the dissertation chair to
convene this meeting. All members of the dissertation committee must approve the proposal for the student to advance to candidacy. Three results are possible in a proposal defense: pass, pass with revisions, and no-pass.

- Pass is self-explanatory
- Revisions do not require the dissertation committee to be reconvened unless a committee member requests it. It does require that the revisions be reviewed and approved by at least one committee member.
- In the event of a no-pass grade students will be required to rewrite the proposal and conduct a full proposal defense again at a later date.

Following successful defense of the dissertation proposal, the student may begin the process of completing their dissertation.

Dissertation Defense

A student’s dissertation chair will provide direction in the development of the dissertation proposal and will determine whether the student and thesis document are adequately developed to convene a dissertation defense. It is the responsibility of the dissertation chair to convene this meeting.

Per grad school requirements, a full draft of the dissertation with complete citations must be provided to the dissertation committee members 3 full weeks before the oral defense of the dissertation.

All members of the dissertation committee must be present for the oral defense of the dissertation. Three results are possible in a dissertation defense: pass, pass with revisions, and no-pass.

- Pass is self-explanatory
- Revisions do not require the dissertation committee to be reconvened unless a committee member requests it. It does require that the revisions be reviewed and approved by at least one committee member.
- In the event of a no-pass grade students will be required to significantly rewrite the dissertation and conduct a full oral defense again at a later date.

Following successful defense and revision of the dissertation proposal, students can file their dissertation with the graduate school and matriculate.

Graduate Teaching Fellowships (GTFs)

Graduate Teaching Fellowships that are .25 FTE or more qualify for a full tuition waiver and a small monthly stipend. The Education Studies Department has a finite number of graduate teaching fellowship positions available each year. These positions are posted on the College of Education website (https://coe.uoregon.edu/gtf/current-positions/) with full instructions. Students desiring positions should check this site for open positions and mail or bring the application and required documents to Student Academic Services, HEDCO Education Building room 130. All applications will be reviewed. GTF funding, however, is not guaranteed. GTF availability is contingent upon enrollment in EDST undergraduate and graduate programs. Eligibility for GTF positions is also contingent on past performance in GTF positions and instructor preferences. After 6 terms of GTF funding (not counting
summer sessions), preference will be given to new and incoming students. Other GTF policies for EDST and the University can be found on the Graduate School’s website http://gradschool.uoregon.edu/gtf/rights-and-responsibilities/gdrs. GTFs should familiarize themselves with the UO collective bargaining agreement with the graduate student union.

There are additional GTFs available in other departments, in Central administration offices, in the Dean’s office, as well as limited scholarship funding available for Doctoral students. Students are encouraged to seek support from all available sources. Other GTF positions across campus can be found on the Graduate School’s website http://gradschool.uoregon.edu/gtf-openings.
Making the most of your Ph.D. Program

Expectations

A Ph.D. Program is a professional degree program. It is designed to prepare you for a career. This Ph.D. program is designed to prepare you as a scholar who will most likely work at a university or in a context where research and scholarship are required as part of your job description.

Scholarship and research are things done in and with communities of inquiry known as disciplines or fields of study. Some of these fields of study are relatively new. Some are very old. All of them have traditions, signature practices and assumptions, peculiar vocabularies, a history of evolution and struggle, a story of why they are important to the future of our society. Some of these fields complement one another. Some operate without awareness of each other. And some are in direct conflict, often competing over resources and influence over institutions like schools.

While research may be personally fulfilling, it is not designed for the sake of personal fulfillment. Research is conducted in an effort to persuade, influence, and move these communities of inquiry, who in turn can help us influence practitioners and policy makers. This means that research is conducted with an eye towards a very particular audience. You have a wide, but not infinite, variety of audiences to choose from in this regard.

Students should expect to be educated about these communities of inquiry that will constitute the audience for their research. You should expect to learn about the history of the academic disciplines you will seek to influence, their traditions, and the styles of argument and presentation of evidence considered persuasive in these traditions. You should also expect to learn about academic traditions with which you do not choose to identify, but with which you will likely encounter in your work as a scholar. This is what a robust Ph.D. program should accomplish.

To these ends, students are expected to understand that a Ph.D. study is preparation for work within an already existing tradition or community of thought. We recommend that you start as early as possible identifying not just writings that you like, but the audiences those writings are seeking to address. Ask questions that help you identify the professional associations in which the scholars you respect participate. Identify your intellectual home communities and professional allies early. Ask for help in doing this. Go to conferences. Talk to people at other universities. This will enhance your experience of the Ph.D. program greatly.
Sample Timetable for Doctoral Degree

The Doctor of Philosophy degree in the CSSE Program requires four to five years of full-time study. Possession of a relevant master’s degree may shorten this period. Per UO Graduate School policy, students are required to enroll in each quarter of the academic year (Fall, Winter, and Spring) from their first quarter until all requirements in the program have been completed (i.e., until receipt of the degree). Approved leaves of absence are the only exception to this requirement. See the Graduate School Handbook (http://gradschool.uoregon.edu/policies-procedures/enrollment-residency).

**First Year**
- Enroll in Department Courses: Pro Seminar (Fall, Winter, and Spring), required courses
- Enroll in Methodology courses: take at least one required course per term
- Take emphasis area courses
- Recommended to enroll in 13 credits (9 credits minimum) in the first three quarters of attendance
- Plan program of study in consultation with Temporary advisor
- First-Year Review in the Spring Quarter

**Second Year**
- Enroll in 9 credits each quarter of the regular academic year (Fall, Winter, and Spring)
- Continue taking Pro Seminar, Methodology, and emphasis area courses
- Complete electives relevant to emphasis area and specialization
- Begin taking Cognate Courses
- Talk with faculty to identify Program Advisor
- Second-Year Review in the Spring Quarter
- Finalize program of study in consultation with Program Advisor

**Third Year**
- Enroll in 9 credits each quarter of the regular academic year (Fall, Winter, and Spring quarters)
- Complete remaining required coursework and electives
- Complete Methodology courses
- Complete Cognate Courses
- Work with Program Advisor to schedule & plan Fall or Spring term comprehensive exams
- Complete 135 units of earned residency credit (including applicable transfer credit, if any)
- File forms for Advancement to Candidacy
- Form dissertation committee

**Fourth Year and Beyond**
- Submit dissertation research proposal and conduct hearing
- Complete research for and write dissertation
- Submit dissertation to the University (final quarter of program)
- Graduate!

Each of these steps requires action and documentation by the student. At various times, the faculty advisor, Doctoral Program Director or other entities participate in the completion of degree requirements. Students must ensure that each step is completed and that all appropriate parties have taken the necessary actions.
Dissertation Advice

- Take research methodology classes early. Consider all classes preparatory for your dissertation in some way.

- Look at the kind of research you would like to produce, and ask the people doing it how they prepared to do that work.

- Professors in the department can best serve you when your research agenda dovetails in some way with their work. The closer the match, the more helpful we can be in providing resources in the literature and facilitating professional connections in the communities that support us. That being said, you should identify a research agenda that you earnestly believe merits your time and attention. Ideals without practical attention to career realities are often ineffective. But crass careerism without ideals that give it integrity is the ruin of a scholar’s soul.

- Recognize that choosing a research agenda to develop through your dissertation means letting go of many other fine and viable directions your scholarship could have taken you. This will be experienced by some students as a loss. We encourage you to recognize it also as an important trade off, and that what you gain is an experience of in-depth knowledge of a particular topic that will eventually inform how you understand other topics or issues that are important to you.

- Once dissertation data collection and writing begins, maintain regular (minimum every other week) contact with your dissertation chair. The most common mistake at this stage is for students to become confused or anxious and disappear for months at a time, then show back up in a state of panic as deadlines loom. Don’t do this. Make appointments even when you haven’t made progress on your work. Writing stalls are nothing new. We want to help.

- Maintain regular contact with others who are doing doctoral work. Community is the very essence of scholarly work. Isolation is debilitating for a scholar. You need to have people you can discuss your ideas and your writing process with. Friends and family who have not done a dissertation will often be polite, but will find it difficult to sympathize and sometimes will not understand the nuances of your research project. Having friends who know what you are doing humanizes and enlivens the process.

- Your scholarly work is important, but your dissertation is not the only scholarly writing you will ever do. Do not try to make the dissertation do more than it was meant to do. Take it for what it is, one more step on a journey of learning whose outcomes you cannot entirely predict.
Dismissal Policy

It is our ambition and expectation that every student accepted into the Ph.D. in Critical and Sociocultural Studies in Education will be successful. Students are evaluated for adequate progress in the program at the end of each academic year. Procedures for those evaluations are listed earlier in the handbook. In the event that concerns arise during the year about a student’s adequate academic performance or a student is not maintaining minimal standards of professionalism in classes or program activities, the following will occur.

1. When a student’s performance in coursework or fieldwork shows serious deficiency or minimal expectations for professionalism are not being met, the Doctoral Degree Director will be notified and a meeting will be called. The purpose of this meeting will be to review the concerns and prepare a plan to remedy the concerns. Those attending this meeting will be: the student, the academic advisor, other faculty with whom students have worked at the request of the Doctoral Degree Director.

The concerns related to the student’s performance will be presented in a letter with a copy sent to the Department Chair. The letter will include:

   a. A description of the issues of concern
   b. A description of prior efforts to address each issue
   c. A plan for addressing each issue and/or clear expectations for future conduct.
   d. The criteria for determining whether the issues have been remedied
   e. A reasonable timeline for remedy of the issues
   f. Consequences that result if issues and concerns are not addressed by the student in a timely and satisfactory manner.

This document acknowledging receipt of this information will be signed by the student, the academic advisor, field experience and the Doctoral Degree Director. A copy will be placed in the student’s file. (Note: student refusal to sign the document will not invalidate the process.)

2. In the event that the student fails to make adequate progress after Step 1, the Doctoral Degree Director and the student’s advisor will meet with the student to consider appropriate steps. After that meeting, the Doctoral Degree Director will notify the student and the Department Chair in writing of the decision. Options include but are not limited to: retaking courses, completing additional fieldwork, referral to the University wide process of student conduct review, and/or dismissal from the program.

3. When this process results in a decision to dismiss a student from the program, the Department Chair will send a letter to that effect to student and to the Associate Dean of the College of Education (COE).

4. All College of Education and University of Oregon procedures regarding student grievance rights apply throughout the dismissal procedures described here. If the student does not agree with the problems description or the corrective action and has exhausted corrective mechanisms found within his or her program option, he or she may seek mediation or may file a grievance.
Admission Deferment Policy

In general, the Department of Education Studies is cautious about approving requests for deferment of admissions into its Critical Sociocultural Studies in Education doctoral program. Any request for deferment requires the approval of the CSSE Program Director in consultation with the tenure-track faculty. Requests for deferment of admissions will be considered in the following situations:

- Request for admission deferment due to medical problems. Upon documentation of such problems and recommendation by the Director, deferment of admission up to three academic quarters may be allowed.
- Request for admission deferment by newly admitted students due to pressing special circumstances. Upon proper justification and recommendation by the Director, deferment of admission up to three academic quarters may be allowed.

Please note that deferment is contingent on availability (and willingness) of an assigned faculty adviser and is only allowable within the span of the academic year for which deferment would be approved. The Department will not be able to delay the timeframe of any assistantship awarded at the time of admissions, and the student will lose such award for the quarters through which the admission is deferred. There is no guarantee on the part of the Department that required courses will be offered every year and this may result in deferred students taking longer to go through the program as students who defer will not be able to do independent readings or supplement other courses to make up for required courses.

Students approved for admission deferment will be required to apply to the Graduate School to gain admission after the deferment period which shall be communicated in a letter from the CSSE Program Director to the applicant. All posted deadlines must be met. It is the student's responsibility to submit all application materials by the posted deadline.
Doctoral Program Forms

(to be added as they are developed)
Program of Study Committee Form

Date ___________________

Student Name________________________________________________

Ph.D. Program________________________________________________

The following faculty agree to serve on the above students Program of Study committee:

<table>
<thead>
<tr>
<th>Faculty Name (Typed or Printed)</th>
<th>Signature and Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Advisor</td>
<td></td>
</tr>
<tr>
<td>Committee Member</td>
<td></td>
</tr>
<tr>
<td>Committee Member</td>
<td></td>
</tr>
</tbody>
</table>
Advancement to Candidacy Checklist

Residency Completed _______

100 credits Completed _______

All program of study coursework completed_______

Comprehensive Exam Passed ________

Student Signature ___________________________________________ Date _________

Program Advisor Signature ___________________________________ Date _________

Doctoral Program Director Signature __________________________ Date _________
Advancement to Candidacy Process

ADVANCEMENT FLOW

Department Creates Requirements
Link: Create Requirements

Department Creates Specific Requirements for a Student
Link: Individual Requirements

This process can be done over a period of time by filling in partial data.

Student and Department Add Advancement Data
Link: Advance

Student Fills in Degree Information

Department Creates Exam Committees
Link: Exam Committees

Advisor Reviews All the Data and Gives His/Her approval

Department Submits Advancement to Graduate School for Final Approval
Link: Approve/View

Graduate School Approves/Rejects Advancement